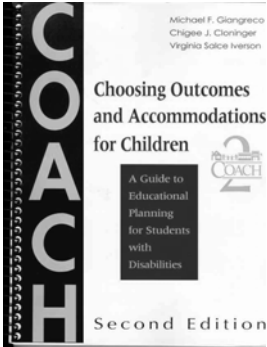


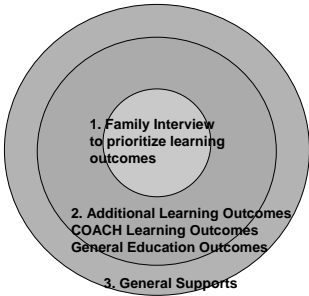
IEP Planning

Including the Family Throughout
the IEP Process



Using a tool such as
COACH 2 is one way
to include the family
in the IEP process

Determining an Educational Program



COACH – Part A

- The Family Interview
 - Designed to assist families in selecting a small set of what they believe to be the most important learning outcomes for their child to pursue during the school year
 - It provides excellent opportunity for professionals to learn about the student and family
 - It does not list any diagnostic, assessment or categorical disability-related information

COACH - Part B

- Part B, Strategies and Processes to implement a COACH Generated Educational Program
 - Focuses on how teams can effectively implement the education program components generated in Part A
 - Accomplished through 4 steps
 1. Organize and inform the instructional planning team
 2. Develop a schedule for the student's full membership in the general education classroom (or as appropriate)
 3. Planning and adapting instruction
 4. Evaluate the impact or success of the educational program

Step 7.1, Reorganize the Team and Clarify Expectations

- Identify members' relationships to the team, establishing meeting schedules and guidelines, developing mechanisms for ongoing communication
 - Who will be the service coordinator?
 - Who will really teach the student?
 - Who will train, plan for, and supervise paraprofessional staff?
 - Who will make or adapt instructional materials?
 - Who will maintain specialized equipment?

Step 7.2, Become Familiar with the Student

- Ensure that all team members are familiar with the student’s educational program
- Share information among team members about student-specific information (e.g., preferred learning styles, arrangements, motivations, instructional strategies, adaptations)

Step 7.3 Become Familiar with the General Education Program

- Ensure that team members are knowledgeable about the general education program and settings (e.g., schedule, typical routines and activities, physical arrangements, curriculum content, class rules, teacher expectations.
- Ask general class teachers what support they need from various team members, and how they wish to receive support.

Step 8 – Scheduling for the Student with Disabilities in the Classroom

- This ensures that the Student’s IEP goals and objectives are incorporated into their daily class schedule

Step 8.1 – Scheduling Matrix

- Team considers possibilities for working on student learning outcomes within the class activities

Step 8.2 - Scheduling

- The student's schedule must follow the class routine as much as possible
 - Full member of the class
- Check that learning outcomes are addressed at the most naturally occurring times
 - Facilitates generalization
- Check that the student has the same opportunities for breaks as students without disabilities
 - Facilitates genuine friendships, shared culture

Step 9 – Planning and Adapting Instruction

- Instruction and Assessment
- Use the STEPwise Process
 - Standard, learning outcomes, activities and supports, integrating IEP goals
- Identify components of UDL that support access to instruction, student expression, and engagement in learning
 - Tools and strategies
- Positive Behavior Supports

Step 10 – Evaluating the Impact of the Educational Experience

- 10.1 Learning Outcomes
- 10.2 General Supports
